Department on Disability Services Training Policy
Objectives and Competencies
Core Training

HEALTH and WELLNESS

Must obtain certification in the following:
- Medication Administration ((only for DSPs who will be required to administer medication (Trained Medication Employees (TMEs))
- Cardio-Pulmonary Resuscitation (CPR)
- American Red Cross Standard First Aid
- Positive Behavior Strategies: (CPI, Mandt, or Behavior Principles and Strategies)

CHOICE and DECISION MAKING

Choice and Dignity of Risk
Substitute Consent and Decision Making
Informed Consent
Self-Advocacy
Human Sexuality

Objective:
- Understand the relationship between choice, dignity of risk and decision making capacity
- Understand under what circumstances a person may need a substitute consent decision maker
- Understand the District's definition of 'presumed capacity'
- Understand the guardianship process and the legal documents necessary for completion
- Understand what informed consent means
- Understand in what situations informed consent is necessary
- Understand the Interdisciplinary Team and support staff's role in the informed consent process
- Understand the importance of promoting self-advocacy among the people we support
- Understand the importance of educating individuals regarding human sexuality and their rights, sexually transmitted diseases, and steps to prevent sexually transmitted diseases

Competencies:
1. Describe your role in supporting an individual to make responsible choices.
2. Describe one way to advocate for a person to make their own decisions.
3. Describe how the choices that an individual makes relates to dignity of risk
4. Explain how self determination affects the life of an individual.
5. Describe the relationship between choice, dignity of risk and decision making
6. Describe informed consent.

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7. Explain informed consent and the roles the members of the Interdisciplinary Team play in the process

8. Explain informed consent and the roles guardians and/or substitute consent decision makers play in the process

9. Identify three alternatives that individuals can choose to assist them in their decision making process

10. Describe your role in supporting an individual as they research self-advocacy support and options

11. Identify two opportunities within the District community where an individual can support their self advocacy skills.

12. Of the various areas included in human sexuality education programs, explain how sexual identity affects the lives of individuals we serve.

13. Define sexual orientation

14. Explain a discussion that you might have with individuals you support regarding Anatomy, Maturation, Birth Control, Marriage, and Parenthood.

15. Describe your role in educating individuals regarding human sexuality, sexual behavior, and sexual activity.

16. Explain steps to prevent sexually transmitted diseases

RIGHTS and DIGNITY

Individual Rights
Cultural Awareness
Effective Communication

Objective:
- Understand and can use processes designed to safeguard rights, i.e. the provider agency and Department on Disability Services human rights committees
- Understand that people with disabilities are entitled to the same rights afforded to all citizens
- Understand your responsibility to assist the person you support to understand and exercise their rights
- Understand the meaning of culture and diversity
- Understand how cultural awareness affects communication and interactions
- Understand how cultural awareness influences service delivery
- Understand effective communication skills
- Understand how effective communication can contribute to advocacy, cultural awareness and relationship building
- Understand how empathy can impact effective communication

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Competencies:

1. Describe the process to report possible rights violations accurately and immediately through the provider Agency as well as through the Department on Disability Services.

2. Identify the basic rights of individuals and examples of how we can safeguard these rights

3. Based upon the person's individual rights, describe your role in advocating for the supports and services provided to a person regarding age, gender, values, sexuality, spirituality, community, food, and language.

4. What is the Human Rights Committee?

5. What is the role of the Human Rights Committee?

6. Define culture, diversity and cultural awareness and explain the differences among these terms

7. Explain why it is important to understand and honor the cultural background of the person and his/her family

8. Explain how these concepts can influence service delivery for the people we serve

9. Identify two situations, in the service delivery process, when it may be imperative to understand the person's cultural background, traditions, and preferences.

10. Describe situations in the support system that can be affected by ineffective communication

11. Define empathy and empathetic listening

12. Identify how can empathetic listening assist the direct support staff with establishing positive relationships with the people we assist?

SAFETY and SECURITY

Abuse, Neglect, and Exploitation
Incident Management Investigation

Objective:
- Understand conditions that may lead to and strategies for preventing abuse and neglect
- Understand employer and District protocols for reporting incidents and accidents
- Know how to respond if abuse or neglect is suspected or reported
- Understand the '4W/1H' approach to asking appropriate questions related to an incident
- Understand the definitions and signs of abuse, neglect, and exploitation.
- Know which incidents are to be reported and the timeline for reporting
- Understand the consequences of inaccurate and untimely reporting
- Understand the pertinent participants in an incident management investigation
- Understand the role of your agency's Incident Management Coordinator (IMC)

Core Training

- Understand the policy requiring DSPs to be mandatory incident reporters
- Understand the process of reporting incidents to your IMC and the procedures that may occur once the need for an investigation is determined
- Understand how monitoring procedures and documentation are pertinent to the investigative process

Competencies:

1. Define abuse, neglect, and exploitation.

2. Identify three types of abuse, neglect and exploitation.

3. Identify three physical signs of abuse.

4. Describe three situations that increase the risk of abuse, neglect, and exploitation.

5. Describe a pattern injury and provide three examples of a pattern injury

6. List three behaviors that may be observed of an individual or support staff which characterize that abuse or neglect exist.

7. Explain in your own words a strategy that can be used to prevent abuse, neglect, and exploitation

8. Identify what your role could be in the event of an incident management investigation

9. Explain potential reprimands that could occur in the event that an incident is not reported

10. Explain the employer and District's procedures for reporting incidents

11. Describe the role of a mandatory reporter.

12. Explain how the monitoring process and documentation contribute to information gathering in the event abuse, neglect, and/or exploitation is suspected

COMMUNITY INCLUSION and RELATIONSHIPS

Community Development: Supportive Relationships
Supporting Individuals and their Families
Supported Employment
DSP in BSP Implementation

Objective:
- Understand community resources to support community participation
- Understand what families need and want from professionals
- Understand the challenges families face when assisting with determining the future of the person to whom we provide services
- Understand your role as it relates to helping family members participate in the decision making process
- Understand your role to assist with dispelling any concerns related to the person we serve

Core Training

- Understand the historical events the led to employment opportunities for people with disabilities
- Understand supported employment and identify options
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Competencies:

1. Explain why it is important to develop a relationship with and get to know the individual you support.

2. Describe three benefits of having natural supports

3. Describe three benefits of having community supports

4. Describe typical roles and responsibilities of specialized support providers.

5. Identify the difference between inclusion and integration

6. Describe how the roles of "staff" and "individual supported" may interfere with an individual taking more control over his/her life.

7. Explain the impact family members have on the person's service delivery

8. Describe your role to better serve family members and the person

9. Identify developmental areas where parents may face difficulty in the decision-making/support process

10. Indicate your role in helping family members deal with concerns about the person we serve

11. Define supported employment

12. Identify events that promoted and supported employment for people with disabilities

13. Identify the different supported employment options

14. Identify 'key persons' involved in job development for the person.

15. Describe the purpose of a Behavior Support Plan (BSP)

16. Describe your role in developing therapeutic relationships with individuals through trust, consistency, and boundaries.

17. Define positive behavior supports.

18. Describe how you might influence behavior positively or negatively.

19. Describe psychotropic medications and their appropriate use as it relates to a Behavior Support Plan.

20. Describe your role in collecting information regarding the function of behavior and who to inform.

21. Explain why it is important to be aware of an individual's personal preferences and how that affects behavior.

22. Explain why a BSP may not be working effectively for the individual.

Core Training

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Introduction to Person-Centered Planning
Value-Based Decision Making

Objective:

- Understand the current Developmental Disabilities Administration's Individual Support Plan
- Understand support staff roles and responsibilities in developing and implementing a plan with the person, his or her family, and circle or team.
- Understand the assessment and information collection process to build a person-centered plan
- Understand the importance of recognizing a person's abilities
- Understand supporting the person's values and morals during the decision making process
- Understand that the plan is about the person
- Understand what is 'important to' and 'important for' the person and its impact for developing a person-centered plan
- Understand the principles of person-centered planning

Competencies:

1. Identify areas in which supports can assist a person when making decisions

2. How does what is "important to" and "important for" effect the decision making process

3. Explain the statement "The individual is the most important person."

4. Identify the origins of person-centered planning

5. Identify three assessments that assist with developing a person's plan

6. Identify the six core values associated with providing quality services to individuals with disabilities and its impact on developing a fully-developed person-centered plan

7. Identify how the core values guide the process of developing the ISP

8. Define value-based decision making

9. Identify why it is important for the ISP team to support that values of the person

10. Explain the importance of the team's participation in developing the plan with the person

11. Identify the various sections of the DDA Individual Support Plan

12. Identify the initial sections providers are responsible for completing prior to the ISP meeting

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13. Explain how the service delivery system is utilized to ensure proper services are rendered

14. Identify communication strategies and procedures used to determined if a person is satisfied with the services they are receiving

15. Explain how DDA staff and providers need to communicate in order to develop an effective and accurate Individual Support Plan

DSP PROFESSIONAL DEVELOPMENT

DSP Communication
Documentation in the Field of DD

Objective:
- Understand how to effectively communicate with the people we serve
- Understand how our environment can influence communication and the ability to make effective choices
- Understand how communication can be enhanced by the use of adaptive equipment
- Understand the importance of an individual's right to make choices
- Know how to complete person-centered progress notes
- Know how to complete medical reports
- Know how to complete an incident reports

Competencies:

1. Describe at least four communication methods that could be used with a person who is non-verbal.

2. Identify at least five examples of non-verbal behavior.

3. Explain how to communicate with a person you support.

4. Identify at least three personal and/or environmental conditions affecting communication.

5. In your own words, explain your understanding of the concept that "all people communicate."

6. State four purposes served by communication.

7. List five ways you can design or modify a person's environment or use adaptations to support communication and choice-making.

8. Describe two possible messages shown by the body language of a person you support and explain how you came to understand their meaning.

9. Give one example of each low tech and high tech augmentative communication devices an individual may use to communicate.

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10. Identify at least three ways to support a person who uses augmentative or alternative communication or Assistive Technology.

11. Explain your role in supporting an individual's right to communicate.

12. Describe how you could integrate communication strategies into at least one informal and one formal daily routine to enhance on-going opportunities for being involved

13. Describe the purpose of progress notes

14. Explain three benefits of providing accurate person-centered progress notes

15. Identify three main events included when writing accurate person-centered progress notes

16. In addition to the actions of the individual you support, describe additional information that should be included in your progress notes

17. Describe how your progress notes are related to the individual support plan of the person you support.

18. Identify three pieces of general medical information that you need to be aware of for the people you support

19. Describe where you would find the individual's general medical information.

20. Explain three confidentiality rules to follow when completing documentation for the person you support.